

# East Stroudsburg University Upward Bound

## Scholastic Aptitude Test Preparation Summer 2009

09:30 - 10:50 AM Monday - Thursday 6/22 – 7/30 Stroud 315

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Instructional Resources: Math Workbook for the New SAT, Barrons, 3<sup>rd</sup> Edition  
SAT-ACT-PSAT 2005, Kaplan, CD-ROMS  
Calculator, Pencil, Eraser

Chapters covered: Chapters 3, 4, 5

Learning Outcomes: At the conclusion of this course a student will know:

Outcome 1: Students will demonstrate knowledge of best practices recommended for success on the SAT test.

Content Outcomes	Instructional Activities / Strategies	Evaluation / Assessment
<ul style="list-style-type: none"><li>• State the skills measured by the SAT test.</li><li>• State general SAT test taking rules.</li><li>• Explain the general format of the SAT test: types of questions, allotted</li><li>• Time and directions for each type of question.</li><li>• List the mathematics content and types of mathematical questions on</li><li>• The SAT test.</li><li>• Select appropriate relaxation techniques to assist in establishing</li><li>• Positive mind set for the SAT test day.</li><li>• Explain the importance of pacing and guessing.</li><li>• Complete the first pre-test.</li></ul>	<ul style="list-style-type: none"><li>• Utilize worksheets, quizzes and tests.</li><li>• Group work to review concepts</li><li>• Schedule remediation time for with any students who need extra help.</li></ul>	<ul style="list-style-type: none"><li>• Teacher designed tests and quizzes</li><li>• Activities which demonstrate knowledge of the concepts taught</li><li>• Homework</li><li>• Class participation</li><li>• Worksheets designed to demonstrate knowledge of the concepts taught</li><li>• SAT sample questions.</li></ul>

Outcome 2: Students will demonstrate the ability to identify and apply test-taking strategies to solve arithmetic and miscellaneous mathematical problems.

<b>Content Outcomes</b>	<b>Instructional Activities / Strategies</b>	<b>Evaluation / Assessment</b>
<p>The student will be able to solve arithmetic and miscellaneous mathematical problems involving:</p> <ul style="list-style-type: none"><li>• Addition, subtraction, multiplication, and division.</li><li>• Integers and the properties of integers.</li><li>• Fractions, decimals and percents.</li><li>• Arithmetic averages, median and mode.</li><li>• Ratio and proportion.</li><li>• Counting, ordering and number lines.</li><li>• Solving simple word problems.</li><li>• Probability and data interpretation.</li></ul>	<ul style="list-style-type: none"><li>• Utilize worksheets, quizzes and tests.</li><li>• Group work to review concepts</li><li>• Schedule remediation time for with any students who need extra help.</li></ul>	<ul style="list-style-type: none"><li>• Teacher designed tests and quizzes</li><li>• Activities which demonstrate knowledge of the concepts taught</li><li>• Homework</li><li>• Class participation</li><li>• Worksheets designed to demonstrate knowledge of the concepts taught</li><li>• SAT sample questions.</li></ul>

Outcome 3: Student will demonstrate the ability to identify and apply test-taking strategies to solve geometry problems.

<b>Content Outcomes</b>	<b>Instructional Activities / Strategies</b>	<b>Evaluation / Assessment</b>
<p>The student will be able to solve geometry problems involving:</p> <ul style="list-style-type: none"><li>• Properties of parallel and perpendicular lines.</li><li>• Angle relationships: vertical angles and angles within geometric figures.</li><li>• Properties of triangles: right, isosceles, equilateral, special right triangles, similarity, and Pythagorean Theorem</li><li>• Polygons: perimeter, area and angle measures.</li><li>• Circles: circumference, area, radius, and diameter</li><li>• Volume and surface area of solids.</li><li>• Coordinate geometry</li></ul>	<ul style="list-style-type: none"><li>• Utilize worksheets, quizzes and tests.</li><li>• Group work to review concepts</li><li>• Schedule remediation time for with any students who need extra help.</li></ul>	<ul style="list-style-type: none"><li>• Teacher designed tests and quizzes</li><li>• Activities which demonstrate knowledge of the concepts taught</li><li>• Homework</li><li>• Class participation</li><li>• Worksheets designed to demonstrate knowledge of the concepts taught</li><li>• SAT sample questions.</li></ul>

Outcome 4: Students will demonstrate the ability to identify and apply test-taking strategies to solve algebra problems.

<b>Content Outcomes</b>	<b>Instructional Activities / Strategies</b>	<b>Evaluation / Assessment</b>
<p>The student will be able to solve algebra problems involving:</p> <ul style="list-style-type: none"> <li>• Operations with signed numbers.</li> <li>• Word problems: translating verbal statements to algebraic expressions.</li> <li>• Simplifying and evaluating algebraic expressions.</li> <li>• Elementary factoring and solving simple quadratic equations.</li> <li>• Solving equations and inequalities</li> <li>• Manipulation of positive integer exponents and roots.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize worksheets, quizzes and tests.</li> <li>• Group work to review concepts</li> <li>• Schedule remediation time for with any students who need extra help.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed tests and quizzes</li> <li>• Activities which demonstrate knowledge of the concepts taught</li> <li>• Homework</li> <li>• Class participation</li> <li>• Worksheets designed to demonstrate knowledge of the concepts taught</li> <li>• SAT sample questions.</li> </ul>

Class attendance: Refer to student handbook. This is an 80 minute class. There are no breaks. Please be sure all necessary eating, phone calls, and bathroom activities are taken care of prior to class time. A beverage during class is acceptable (coffee, water, etc). This 80 minute class time is ours together only.

Inclement weather: Refer to student handbook

Methods of Instruction and Evaluation:

A combination of methods (including lecture, discussion, discovery techniques and problem-solving) is used in this course. Every effort is made to involve the student in the doing of mathematics, since it is only in the doing of mathematics that one can learn something of the nature and thought processes of mathematics. The student will be evaluated on the basis of performance on weekly tests, homework, and class participation.

Six weekly tests at 100pts each	600
Homework & class participation	100
Total	700

A = 630 – 700 pts      B = 560 – 629 pts      C = 490 – 559 pts      D = 420 – 489 pts

NB: This syllabus is subject to change